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A GUIDANCE PROJECT TO INVESTIGATE CHARACTERISTICS, BACKGROUND, AND JOB EXPERIENCES OF SUCCESSFUL AND UNSUCCESSFUL ENTRY WORKERS IN THREE SELECTED INDUSTRIES. FINAL REPORT.

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FIFTEEN CERTIFIED SECONDARY SCHOOL COUNSELORS PARTICIPATED IN AN ON-THE-JOB INVESTIGATION OF THREE SELECTED INDUSTRIES IN MONTANA--MINING, LUMBERING, AND CONSTRUCTION. THE PURPOSES WERE TO (1) PROVIDE THE PARTICIPATING COUNSELORS WITH ON-THE-JOB KNOWLEDGE ESSENTIAL FOR ENGAGING IN MORE EFFECTIVE VOCATIONAL COUNSELING OF SECONDARY SCHOOL STUDENTS AND (2) PRESENT RECOMMENDATIONS FOR PERSONNEL MANAGEMENT IN THE COOPERATING INDUSTRIES FOR INCREASING THE CHANCES FOR SUCCESS AMONG ENTRY WORKERS. DURING A 1-WEEK ORIENTATION, THE COUNSELORS RECEIVED INSTRUCTION IN THE PARTICIPANT-OBSERVER METHODOLOGY OF INVESTIGATION AND IN THE CASE STUDY-INTERVIEW-FIELD DIARY PROCEDURE OF DATA COLLECTING, AND ATTENDED AN INDUSTRIAL MANAGEMENT SEMINAR AND A UNION SEMINAR (BOTH 1-DAY PROGRAMS). AFTER ORIENTATION, THE COUNSELORS WERE EMPLOYED FOR 7 WEEKS AS ENTRY WORKERS ON UNSKILLED AND SEMIKSKILLED JOBS IN MINING, LUMBERING, OR CONSTRUCTION. DRAWING UNION WAGES, THEY WORKED AS MINERS, MACHINISTS' HELPERS, AND LABORERS. THEY JOINED UNIONS AND ATTENDED UNION MEETINGS. THEY KEPT DAILY FIELD DIARIES OF OBSERVATIONS, EXPERIENCES, AND CONVERSATIONS, AND CONDUCTED CASE STUDIES WHERE POSSIBLE. COMPLETING THIS WORK PERIOD, THE COUNSELORS WERE BROUGHT TOGETHER FOR 1 WEEK TO ANALYZE THEIR FINDINGS. CHARACTERISTICS AND JOB EXPERIENCES OF BOTH SUCCESSFUL AND UNSUCCESSFUL ENTRY WORKERS WERE DESCRIBED, AND REASONS FOR THEIR SUCCESSES OR FAILURES DELINEATED. RECOMMENDATIONS FOR VOCATIONAL COUNSELING PROGRAMS AND FOR FUTURE ON-THE-JOB INVESTIGATIONS WERE MADE. (JH)

AA000095

6-2147

FINAL REPORT

PROJECT TITLE:

"A Guidance Project to Investigate Characteristics, Background, and Job Experiences of Successful and Unsuccessful Entry Workers in Three Selected Industries".

Principal Investigator:
Dr. Robert E. Gorman

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UNIVERSITY OF MONTANA
and the
RESEARCH COORDINATING UNIT
MONTANA STATE DEPARTMENT OF PUBLIC INSTRUCTION

GRANTEES

September 30, 1966

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TABLE OF CONTENTS

		Page
I.	SUMMARY	1
II.	INTRODUCTION	8
III.	OBJECTIVES OF THE PROJECT	11
IV.	SELECTION OF MINOR INVESTIGATORS	12
V.	PAYMENT TO MINOR INVESTIGATORS	14
VI.	CREDIT	15
VII.	PROCEDURE	15
	Phase One, June 13-June 17	16
	Phase Two, June 20-August 6	18
	Phase Three, August 8-August 12	19
VIII.	MAJOR FINDINGS	20
IX.	CONCLUSIONS	22
X.	RECOMMENDATIONS FOR VOCATIONAL COUNSELORS	27
XI.	COMMENTS AND SUGGESTIONS	28
XII.	APPENDICES	

SUMMARY

The University of Montana, in collaboration with the Research Unit of the Montana State Department of Public Instruction, was awarded a grant of $26,276 to conduct a project entitled "A Guidance Project to Investigate Characteristics, Background, and Job Experiences of Successful and Unsuccessful Entry Workers in Three Selected Industries." The grant number for the project was OEG4-6-062147-1932. Dr. Robert E. Gorman, Director of Counseling and Testing at the University of Montana, was the Principal Investigator. Dr. Raymond Gold, Professor of Sociology at the University of Montana, served as Associate Investigator. Other Associate Investigators were Wayne M. Grames, Occupational Research Coordinator and Robert C. Roberts, Educational Research Coordinator in the Research Coordinating Unit of the Montana State Department of Public Instruction. Fourteen certified school counselors served as Minor Investigators. They were as follows:

Donald Briggeman, Deer Lodge, Montana
Edwin Ellingson, Baker, Montana
Russell Foreman, Cascade, Montana
George Frazier, Whitehall, Montana
Gary Hall, Lander Wyoming
Ronald Humiston, Aloha, Oregon
Ernest Ibey, Salmon, Idaho
Donald MacLennan, Miles City, Montana
Donald McDaniel, Sidney, Montana
David McGuigan, Polson, Montana
Brother Gerald Murray, Butte, Montana
Robert G. Roesler, Newcastle, Wyoming
Fred Weldon, Great Falls, Montana
George Wickberg, McMinnville, Oregon
*Neil Eliason, Kalispell, Montana
*Warren Stone, Bozeman, Montana

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*Withdrew.

The project extended over a nine-week period, June 13, 1966 to August 12, 1966. After the University of Montana and the Research Coordinating Unit of the Montana State Department of Public Instruction had been notified that the project would be funded, the Principal and Associate Investigators selected the school counselors who would serve as Minor Investigators. Fifteen certified school counselors were selected from approximately 150 applicants from four states: Montana, Idaho, Oregon, and Wyoming.

The objectives of the project were:

1. To determine by on-the-job investigation, the characteristics, background and job experiences of successful and unsuccessful entry workers in three selected industries -- mining, lumbering, and construction.
2. To determine how school experience and vocational education contribute to success of entry workers.
3. To gain insight into the special problems encountered by entry workers.
4. To investigate the effect of environmental and economic background on entry job success.
5. To determine job variables which contribute to early termination of entry employees.
6. To provide vocational counselors (serving as Minor Investigators) with an opportunity to acquire on-the-job knowledge essential for engaging in more effective comprehensive counseling of secondary school youths; this knowledge to include:

   a. entry job requirements
   b. industry hiring practices
   c. fringe benefits of industrial workers
   d. role of unions in industrial employment
   e. the function of management

7. To provide schools, industry, and labor unions with information from the project findings.

These objectives were developed from previous survey information which had revealed that in one major industry employing entry workers in this region, there was a 34 percent turnover among such workers within the first 30 days of employment; employers in this industry were forced to recruit entry workers out-of-state while numerous state youth were still on unemployment rolls. Youthful workers tended to become "job-jumpers," when they did not succeed on an entry job.

Industrial employment officials and union officials expressed concern with the high rate of turnover among entry workers with a resulting loss of time and money.

School counselors, counseling school youth who may be potential entry workers, frequently have had inadequate knowledge of labor union functions, management hiring and supervisory practices, and direct job experience in the three industries in this geographic region which provide the major opportunities for entry workers: mining, lumbering, and construction.

In Montana, vocational education for wage-earning occupations has been provided for less than 8 percent of youths enrolled in secondary schools. Educators have indicated a need for information about entry jobs with career potential for noncollege-bound youth and school leavers.

With these findings and objectives, the project was strongly supported by management, union officials, and educators.

The project was organized into three phases:

1. orientation of all investigators
2. investigation work-research
3. analysis of findings

Phase One began on June 12, 1966, when the entire project team of investigators spent a week on the campus of the University of Montana. Objectives and procedures were discussed in detail. The Major and Associate Investigators instructed the Minor Investigators (school counselors) in the participant-observer methodology of investigation; the case study, interview, and field diary procedure of data collecting. One day was devoted to a management seminar with a major industrial personnel officer as consultant. Another day was devoted to a union seminar with union officials serving as consultants. During this week the Minor Investigators were assigned to their respective work-research sites. Nine Minor Investigators were assigned to the mining industry, five to lumbering industries, and one to a construction company.

Phase Two began on the following week of June 20 and continued for a seven-week period to August 6. During this phase the Minor Investigators (counselors) were employed as entry workers on unskilled and semiskilled jobs in the mining, lumbering, and construction industries, drawing union wages paid by the respective industries. They worked as miners in copper mines; machinists' helpers; and as laborers in sawmills and on road construction. They joined unions in the industries in which they were employed and attended union meetings when possible. They kept daily field diaries of observations, experiences, and conversations with fellow entry workers, supervisors, union stewards, and management officials. They conducted case studies where possible. During this phase the Principal and Associate Investigators made field visitations and assisted the Minor Investigators with their research methodology and problems. Two group meetings of the entire team were held to discuss progress of the project and to assist individual investigators.

Phase Three began on August 8 when the Minor Investigators returned to the University of Montana, and the entire research team spent the final week of the project analyzing and assimilating the data which had been collected during the previous seven weeks. The Minor Investigators also prepared outlines on two topics:

1. Implications for the participating project counselor as he returns to his position as counselor of potential entry workers among secondary students.
2. Recommendations for personnel management in the respective co-operating project industries for increasing the chances of success among entry workers.

As their field notes, case studies, and discussions revealed, the counselors who participated in the project experienced some of the deepest emotional experiences of their lives while functioning dually as entry workers and sociological field workers for the seven-week period. They found that they were poorly oriented to their job assignments by management, ineptly instructed in the performance of their assignments, outraged by the needlessly dangerous working conditions and unspeakably unsanitary eating and toilet facilities, dumbfounded by cryptic directions from their supervisors. They were challenged to succeed despite feeling, as other successful entry workers feel, thrown into a sink or swim situation which left them to cope with much more than they felt capable of doing. They were made increasingly aware of their biases toward management, unions, and industrial workers and they were all pained by the realization that their hard, hot, sweaty jobs yielded them only slightly more in wages than jobs of those who can qualify for assistance in "War on Poverty" programs.

Entry workers are unsuccessful or early leavers from entry positions because of the highly discouraging working conditions, poor housing, lack of either upward or downward communication with management, lack of self-identification in the production effort, lack of self-identification in the community, poor incentive plans, disregard for safety measures, distrust and disinterest in unions, union officials, and management. The human relationships between supervisor and worker and of the workers to each other are lost sight of. The mobile, youthful unattached entry worker who is relatively free of debts and of home and family ties readily leaves an entry work situation which he need not tolerate. There are greener pastures and a better life elsewhere, as he perceives it.

The unskilled or semiskilled entry worker who succeeds -- who remains on the job -- may be largely an individual who has no other marketable skills, who has a family tie and self-identification in the community, who can tolerate hard, dangerous, monotonous work, who is not able to leave the community for another job because of family or financial obligations.

The major goal of the project was to provide school counselors with a work-research experience which, as they returned to their positions, would contribute to their becoming more competent vocational counselors of non-college-bound youth. As entry workers fulfilling a dual role of participant-researchers, they sought to put together information, impressions, attitudes, and interpretations of unskilled and semiskilled entry work and to better understand what type of individuals with what type of attitudes, abilities, and experiences succeed or fail as entry workers in the mining, lumbering, and construction industries in the geographic region. These industries are the major outlets for untrained entry workers in this area -- the school leaver and noncollege-bound youth. The findings of the project will be

available to the industries which cooperated, educators, and school counselors, with the expectation that information collected in the study will provide useful resources in understanding the characteristics, experiences, and attitudes of successful and unsuccessful entry workers in the lumbering, mining, and construction industries.

A follow-up study of the school counselors participating as Minor Investigators in this project is strongly recommended to learn how their work-study experiences have affected their vocational counseling and their role performance as counselors in their respective schools. The emphasis of this follow-up study should be concerned particularly with their counseling relationships with noncollege-bound youth.

"A Guidance Project to Investigate Characteristics, Background, and Job Experiences of Successful and Unsuccessful Entry Workers in Three Selected Industries."

INTRODUCTION

Project Background

Counseling and guidance personnel in secondary schools have, in recent years, been generally oriented toward serving the college-bound youth, with insufficient attention being given to the school leaver and noncollege-bound. Training programs in counselor education institutions have emphasized areas of instruction relating to counseling the academically able and to psychological-adjustive perspectives. Graduate students enrolled in these programs are thus oriented toward this direction via their programs of study; ordinarily not included in the prospective school counselors' work backgrounds are significant learning experiences in the type of work that industry-bound students are likely to explore. Fulfilling the role of school counselor for all of youth, with only meager knowledge of semiskilled and unskilled industrial work, and with only minimal sensitivity to the personal and technical requirements of such work, has undoubtedly been far from satisfactory in meeting the needs of both the counselors and their industry-bound students. It was thus believed that a work-study research project involving school counselors would provide a meaningful experience. Counselors in this project would play the dual role of entry worker and sociological observer in the mining, lumbering, and construction industries in Montana.

In January, 1966, two members of the Research Coordinating Unit in the Montana State Department of Public Instruction, Mr. Wayne Grames and Mr. Robert Roberts, approached Dr. Robert Gorman, Director of Counseling and

Testing and Associate Professor of Counselor Education at the University of Montana, with ideas and background survey information for the project.

Mr. Grames, an Occupational Research Coordinator in the State Department of Public Instruction, had a rich background in State employment services. Mr. Roberts, Educational Research Coordinator in the same State Department Unit, had several years of counseling experience in schools in the State of Montana. From their experiences, and from visiting schools and industrial plants, they concluded that employers and employment agency officials, unions, and educators in the state were very concerned about the inadequate counseling given youthful entry workers, and about their poor adjustments to work.

One industry, the Anaconda Company, Mining Division in Butte, reported experiencing a 34 percent turnover rate of entry workers within their first 30 days of employment. This Company projected a need for 2,500 additional entry work employees within the next five years. Other industrial officials and union officials expressed concern about the turnover rate among entry workers. Numerous hypotheses were suggested, among them the possibility that schools in the state were not offering curricula meeting the needs of noncollege-bound students. Vocational education for wage earning occupations has been provided for less than eight percent of high school youth in Montana schools. This has been a possible factor in youth failing to be psychologically, academically, and vocationally prepared to succeed in wage earning industrial work.

The lack of a strong emphasis in vocational guidance programs in secondary schools has been indicated. It has been hypothesized that youth who fail to adjust to beginning entry work requirements tend to start a spiral of failure which eventually places them in the category of hard core unemployed.

Conferences with employing officials of major industries in the state revealed the following concerns and provided a basis for this project to be proposed.

1. The turnover rate among entry workers is exceedingly high in the basic mining, lumbering, and construction industries.
2. Employers in the mining industry have recruited out-of-state workers while there are resident state youth still on the unemployment rolls.
3. Many youth who have left their first employer tend to develop a job jumping tendency which eliminates them from consideration for better paying jobs.
4. The loss of time and money by both employer and employee, due to entry job leaving, is a concern of industry personnel.
5. The reasons given for termination by entry workers are often unrelated to wages or working conditions.
6. Youth entering the labor market are able to attach little or no significance to guidance and counseling programs in secondary schools.

With the interest indicated in the potential of the project, the proposal was drafted and submitted to the Bureau of Research, U. S. Office of Education, Washington, D. C. on January 31, 1966. Attached to the proposal were letters of support and intent of cooperation from the Executive Secretary of the Montana State AFL-CIO, Mr. James Umber, and the Manager of Mines, Anaconda Company in Butte, Montana, Mr. E. O. Bonner. Dr. Robert

Gorman, Director of Counseling and Testing Center, University of Montana, was the Principal Investigator. Dr. Raymond Gold, Professor of Sociology, University of Montana, was the Associate Investigator; Wayne Grames and Robert Roberts, Coordinators of Educational and Occupational Research in the Montana State Department of Public Instruction, were also assigned as Associate Investigators.

OBJECTIVES OF THE PROJECT

The stated objectives of the project were seven-fold, namely:

1. To determine, by on-the-job investigation, the characteristics, background, and job experiences of successful and unsuccessful entry workers in three selected industries in Montana -- mining, lumbering, and construction.
2. To gain insight into the special problems encountered by entry workers.
3. To determine how school experience and vocational education contribute to the success of entry workers.
4. To investigate the effect of environmental and economic backgrounds on entry job success or failure.
5. To determine the job variables which contribute to early termination of employment.
6. To provide vocational counselors with the opportunity to acquire on-the-job knowledge essential for engaging in more effective counseling. This knowledge would include:

   a. entry job requirements
   b. major industry hiring requirements
   c. fringe benefits of industrial workers
   d. the role of unions in industrial employment

7. To provide school, industry, and labor unions with additional information so that prevention and remedial procedures relating to job turnover in the industries studied could be recommended.

SELECTION OF MINOR INVESTIGATORS

On April 18, 1966, the initiators of the project, Mr. Grames and Mr. Roberts, received notification from the Bureau of Research, U. S. Office of Education, that the project would be funded. The project was developed to extend for nine weeks, beginning June 13, 1966 and ending on August 12, 1966.

The next important phase was to select the school counselors who would serve as Minor Investigators in the project. The following qualifications were established for eligibility:

1. Be engaged as a vocational counselor for at least half-time in a public or private secondary school in an area with a substantial number of socio-economically deprived youth who would be entering the labor force without the benefit of post-high school training.
2. Be a qualified (i.e., a state-certified) school counselor.
3. Have demonstrated, through past academic achievement, the ability to engage in research.
4. Be interested in functioning as a Minor Investigator in the project. This involved working in an assigned entry job in the mining, lumbering, and construction industries in Montana.
5. Be able to meet minimum physical requirements for employment as entry workers in the selected cooperating industries. This required that entry workers be: (a) less than 36 years of age, and (b) free of physical impairments that constitute a work handicap and/or a danger to self or fellow employees.

During the month of May, 1966, the Project Director obtained lists of certified counselors from the State Departments of Education in the states of Montana, Idaho, Wyoming, and Oregon. The information announcing the project and inviting qualified counselors in this four-state region to apply was mailed to approximately 500 counselors.* Enclosed with this mailing, also, was an application which the counselor was asked to complete and return if he was interested and believed he qualified.**

During the month of May, 1966, approximately 150 counselors from the four-state region applied for positions as minor researchers in the project. All applications were screened by the Principal and Associate Investigators after the deadline for receipt of applications on May 15, 1966. Fifteen counselors were selected, and another 15 applicants were named as alternates. Selectees were notified of selection or nonselection by May 25, 1966. Three of the original counselors selected originally, withdrew after notification and their replacements were selected from those designated as alternates. The counselors selected to participate in the project met all of the qualifications which had been specified. The age limit of 35 was waived in two cases. The average age of the counselors selected to participate as Minor Investigators was 31 years. Twelve had earned master's degrees with majors in counseling and guidance and three were near this degree in credits earned. The following counselors were selected and participated as Minor Investigators in the project:

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*Appendix -- Announcement of Project.

**Appendix -- Application.

Donald Briggeman, Deer Lodge, Montana
Edwin Ellingson, Baker, Montana
Russell Foreman, Cascade, Montana
George Frazier, Whitehall, Montana
Gary Hall, Lander, Wyoming
Ronald Humiston, Aloha, Oregon
Ernest Ibey, Salmon, Idaho
Donald MacLennan, Miles City, Montana
David McGuigan, Polson, Montana
Brother Gerald Murray, Butte, Montana
Donald McDaniel, Sidney, Montana
Robert Roesler, Newcastle, Wyoming
Fred Weldon, Great Falls, Montana
George Wickberg, McMinnville, Oregon
*Neil Eliason, Kalispell, Montana

Fourteen counselors completed the project as Minor Investigators. Thirteen were full-time counselors in public secondary schools located in geographic regions where the lumbering, mining, and construction industries provided entry work opportunities for noncollege-bound youth. One counselor was a Catholic Brother employed in a Catholic secondary school.

PAYMENT TO MINOR INVESTIGATORS

Each counselor who functioned as a Minor Investigator was paid a stipend of $75 and a dependency allowance of $15 per dependent for two weeks spent on the campus of the University of Montana. This was paid for the week of June 13 at the beginning of the project, and for the week of August 8 during the final phase. Each was also paid $10 a day per diem for seven weeks, during the period of June 21 to August 7, 1966, while on the work-research site. Additionally, each counselor earned union wages which were paid by the employing industries for entry employment. The counselor-Minor Investigators earned the base union scales of $21.43 per

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*Withdrew after first week. He was replaced by Warren Stone, Bozeman, Montana, who withdrew after three days.

day in the mining industry, $2.35 per hour in the lumbering industry, and $3.19 per hour in construction industry.

From these monies, each counselor paid for his own maintenance costs, and for special equipment required by the employing industries -- safety glasses, hard hats, mining boots, and belts. Also, each counselor paid union initiation and union dues for membership in the union in the industry in which he was employed.

CREDIT

Each of the 14 counselors who completed the project received five graduate credit hours. The credit was in Sociological Research, Sociology 503, a regular course of the Department of Sociology, Anthropology, and Social Welfare, University of Montana.

PROCEDURE

The project was divided into three time phases. Duration of Phase One was from June 13 to June 17, 1966. During this period the entire project team met on the campus of the University of Montana. The Minor Investigators were oriented to the objectives and procedures of the project. Phase Two began on June 20 and ended on August 5. During this period of seven weeks, the counselors worked as entry workers in the mining, lumbering, and construction industries and collected the data, functioning as sociological field workers. Phase Three began on August 8 and ended on August 12, 1966. During this final week of the project, the entire research team returned to the University of Montana campus for the purpose of analyzing and assimilating the data which had been collected during the prior seven weeks by the worker-researchers.*

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*Appendix -- Samples of Data.

Phase One, June 13-June 17, 1966

On Monday, June 13, the project team assembled on the University of Montana campus. After introductions, Dr. Gorman discussed the project plan, objectives, and purposes. The Associate Investigators, Roberts and Grames, described how the project had been developed. Associate Investigator, Dr. Gold, presented a discussion of the following: social science field work as a useful method of obtaining information about behavior; roles of social science field workers; the relationships they enter while obtaining data; introduction to roles played by participant-observer field workers, and case study methods. All of the counselor-researchers purchased the book, Field Work, for reference during the week. They were registered for five graduate hours in Sociology 503, Sociological Research, as participants in the project.

On Tuesday, June 14, Dr. Gold continued discussion of counselors' investigator role as participant-observers, methods of keeping field diaries, and of analyzing information while obtaining it. Mr. Kirby Crowley, Personnel Training Officer of the Anaconda Company, Mining Division, Butte, Montana, described personnel policies and procedures of the Anaconda Company. Assignments of nine counselor investigators to the Anaconda Company Mining Division were made at this time.

On Wednesday, June 15, the discussions concerned sociology of work concepts as applied to success and failure of entry workers. Also on this date, a panel of union officials presented the role and function of unions in the respective industries in which the counselor investigators would conduct the work-research. The panel consisted of the following officials: Mr. James Umber, Executive Secretary of the Montana AFL-CIO; Mr. Robert Weller, Executive Secretary of Montana Lumbermen and Sawmill Workers Union;

Mr. Sonny McCrennor, Business Agent of the Montana Laborers Union; and Mr. George Kalafatish, Executive Secretary of the International Union of Mine, Mill, and Smelter Workers, Butte Division. Five of the counselor investigators were placed into work-research sawmill and lumbering firms through the assistance of Mr. Weller, and one counselor investigator was placed with a construction company through the assistance of Mr. McCrennor.

On Thursday, June 16, the counselor investigators received physical examinations as required by the industrial companies which would employ them for the following seven weeks. The counselors' work-research site assignments were as follows:

Donald Briggeman -- miner's helper, Anaconda Company, Butte
Edwin Ellingson -- student miner, Anaconda Company, Butte
Russell Foreman -- machinist's helper, Anaconda Company, Butte
George Frazier -- miner's helper, Anaconda Company, Butte
Gary Hall -- sawmill laborer, White Pine Sash and Lumber Co., Missoula
Ronald Humiston -- miner's helper, Anaconda Company, Butte
Ernest Ibey -- construction laborer, Washington Construction Co., Missoula
Donald MacLennon -- student miner, Anaconda Company, Butte
Donald McDaniel -- sawmill laborer, Bonner Mill, Missoula
David McGuigan -- sawmill laborer, U. S. Plywood Company, Polson
Brother Gerald Murray -- miner's helper, Anaconda Company, Butte
Robert Roesler -- miner's helper, Anaconda Company, Butte
Fred Weldon -- student miner, Anaconda Company, Butte
George Wickberg -- sawmill laborer, Intermountain Lumber Co., Missoula

Neil Eliason was assigned as a sawmill laborer with the J. Neil Lumber Company, Libby, but he withdrew from the project after the first week due to unforeseen family problems. He was replaced by an alternate, Warren Stone, who withdrew after working three days.

On Friday, June 17, the purposes and objectives of the project were again reviewed, the participant-observer research methodology summarized. The counselors were issued a typescript of the discussion held during the week which had been tape-recorded and materials for keeping field notes and diaries. Dates were set when the Principal and Associate Investigators

would meet with the counselor investigators for individual consultation and group consultation at their work-research sites.

The weekend of June 18 was spent by the counselors traveling to their work-research sites and arranging for living accommodations for the next seven weeks.

Phase Two, June 20-August 6, 1966

During this period the counselor investigators were employed as entry workers in their assigned jobs as miners' helpers, student miners, machinist helper, sawmill laborers, and construction laborer. They joined the unions of the industries in which they were working and attended union meetings where possible. The first week was largely a job adjustment period for the counselor investigators. This was a difficult period for these men, making the transition from a professional sedentary occupation of school counselor to a hard, hazardous physical laboring job as miners and sawmill and construction workers. The adjustment to substandard living conditions also was difficult, as was living without their families. They experienced sore muscles and blistered hands during this break-in period, and all experienced attitudes and feelings of fear and initial discouragement. However, beginning with the first day of employment, all began keeping field diaries on a daily basis in which they recorded their attitudes, emotions, conversations; observations of fellow entry workers, supervisory personnel, unions activities; and reactions to management policies and procedures. Each counselor investigator submitted his field diary notes by mail to the Principal Investigator at the University of Montana on a weekly basis. These were typed by the project secretary with one copy retained, the other returned to the counselor investigator. The Associate Investigator, Dr. Gold, made written comments and suggestions on the diaries returned to the counselor

investigators. All were visited individually at their work-research sites within two weeks by the Principal Investigator and Associate Investigators for the purpose of discussing the field notes, making suggestions for improving the observation entries, ironing out problems encountered, and providing encouragement.

On July 16, a group meeting of the counselor investigators working in the sawmill and construction industries in the Missoula area was held with the Principal and Associate Investigators. The purpose of the meeting was to provide an opportunity for the counselor investigators to share experiences and to resolve difficulties in research methodology.

On July 23, a meeting of all the counselor investigators located in Butte was held at Butte. This meeting included the Principal and Associate Investigators and Mr. Kirby Crowley, Training Officer for the Anaconda Company. Again the purpose was to provide counselor investigators a time to share experiences, and make suggestions for research approaches.

While all the counselor investigators were able to keep field diaries, not all were able to conduct case studies due to irregular working hours and conditions not condusive to doing comprehensive case studies of fellow entry workers. For example, all too often the unsuccessful entry worker who had quit his job had left the company and community before the counselor investigator knew this event had transpired.

Phase Three, August 8-August 12, 1966

On Monday, August 8, all of the counselor investigators returned to the campus of the University of Montana and met during this final week of the project with the major investigators for the purpose of discussing, assimilating, and analyzing the data which had been collected during the preceding seven weeks. The counselor investigators were provided with

typed copies of the most significant observational data which had been submitted by all 14 field investigators. The major investigators led discussions of the most significant findings which were collectively clarified and verified.

Additionally, the counselor investigators completed two assignments during this final week:

1. Each developed an outline of a manual for the respective industry in which he did his work research with the purpose of making recommendations for improving selection, training, and retention of entry workers.
2. Each developed an outline of a manual for school counselors who would be working as vocational counselors of noncollege-bound youth. The recommendations for vocational counseling of these youth were based upon the experiences and observations while a participant in the project. There was general agreement on the findings and conclusions by the entire research team before the project was terminated on August 12, 1966.

MAJOR FINDINGS

The project was designed to investigate the characteristics, background, and job experiences of successful and unsuccessful entry workers in three selected industries -- mining, lumbering, and construction. The school counselors who participated as entry workers and field researchers in the project concluded that the following were general findings, applicable to all of the industries in which the research was done:

1. There was a lack of adequate formal and informal orientation to the job, the company, the general work situation, the union, and the community for newly employed entry workers.

2. There was a lack of formal instruction pertaining to the performance of assigned work tasks.
3. There was lack of informal instruction pertaining to performance of assigned work tasks.
4. The intial work situation for beginning entry worker employees evoked and prolonged deep personal fears and anxieties. The work situation was variously noisy and manifestly dangerous, i.e., exposed men to violent industrial accidents. It was emotionally upsetting owing to poor safety practices of experienced workers who frequently risked the personal safety of work fellows in efforts to increase production.
5. Company safety regulations were widely violated by both workers and supervisors.
6. Entry workers perceived themselves to be commodities of the production effort rather than human beings. This perception soon alienated them from management.
7. Entry workers lacked a self-identity with work which forestalled a development of sense of pride or accomplishment in work.
8. Entry workers felt hostile toward management and suspicious of managements' actions and intent.
9. Both upward and downward communication between management and the entry worker was largely inadequate.
10. Newly employed entry workers recruited from outside the community found little to help them identify in the community and to make adequate living adjustments.
11. First-line supervisors tended to be insensitive to the human relations aspects of supervision.

12. First-line supervisors appeared to entry workers to be unable to plan, organize, and direct work effectively.
13. Widespread malingering, and more subtle forms of inefficiency, were unsettling to entry workers.
14. Unsanitary lunchroom and toilet facilities produced demoralizing attitudes -- debasing to many entry workers.
15. Entry workers found that most other workers had mixed feelings about their union.
16. Entry workers found a lack of structure in career prospects and of appeal in proffered incentive systems. They tended to feel trapped in an occupational dead end.
17. One way out of a perceived dead-ended career is to seek other work -- which is what many searching, hopeful, young entry workers appeared to do.
18. Virtually all entry workers believed they were underpaid; they were inclined to overlook fringe benefits when they counted their take-home pay.
19. Entry workers who are single, mobile, and who are self-involved in neither the community nor the job, terminate employment most readily. They are here today and gone tomorrow.

CONCLUSIONS

The conclusions of the project reach back to seven objectives which were presented earlier in this report. One objective was to seek to identify characteristics and attitudes of successful entry workers in the three selected industries which were studied. Researchers in the project concluded that the following are traits and characteristics of successful

entry workers. They are presented here as a profile of the successful entry worker:

1. He is physically sturdy and hardy.
2. He possesses good hand-eye coordination and has mechanical aptitude.
3. He enjoys physically strenuous work activity.
4. He is able to learn to do physical work tasks quickly, principally through observing experienced fellow workers.
5. He is willing to take physical risks often before he is prepared to do so.
6. He is able to tolerate "dirty" and other unpleasant work conditions.
7. He can endure monotonous, repetitive work while retaining some flexibility for adapting to unfamiliar work assignments.
8. He is willing to take and carry out orders.
9. He is not particularly aware of having marketable skills other than those he uses in his entry work assignment.
10. He is motivated to be a steady worker.
11. He is reliable in work performance and in job attendance.
12. He relates to fellow workers in ways congenial to all concerned.
13. He shows eagerness to learn the job in self-initiated learning experiences.
14. He identifies with the value system of fellow workers and substantially accepts it.
15. He is tolerant of frustrations and disorientation which accompany initial entry to job.
16. He demonstrates self-discipline in various ways, particularly in persevering through the frustrations of the first several days on the job.

17. He establishes some identity and variable "roots" in the community.
18. He gains some satisfaction in the work he does -- it enhances his self-concept in ways he thinks good.

While the foregoing profile of the successful entry worker is the logical opposite of the general profile of the unsuccessful entry worker, the following traits and characteristics can be used to depict the unsuccessful worker who typically leaves the job within a short period of employment:

1. He is easily discouraged.
2. He possesses poor ego defenses: he feels threatened and is overly self-concerned.
3. He believes that nobody cares about him as an individual.
4. He believes he is overworked.
5. He is unable to cope with the physical hardships and demands of the work assignment.
6. He relates poorly to fellow workers and to supervisors.
7. He is unusually slow in learning to do required work and lacks initiative to be a self-learner.
8. He finds the work situation degrading, humiliatory, and otherwise repulsive.
9. He is unwilling to take routinely expected physical risks of the job.
10. He resents authoritative supervision.
11. He is unable to identify self with the job and gains no satisfaction from the work.
12. He fails to develop loyalty to the company or union.

13. He is unreliable and frequently "dumps" (i.e., fails to show up for) shifts of work.
14. He fails to identify in the community.
15. He is unresponsive to proffered incentive systems and sees the work as leading to a dead-ended career.
16. He may be overly idealistic; he believes he is underpaid and that there is a better paying job elsewhere.

The counselor investigators in the project developed the following recommendations which the industries studied might consider in the recruitment, selection, and retention of entry workers in the mining, lumbering, and construction industries.

Recruitment and Selection

1. The initial interview with the prospective employee could provide information on his work-related attitudes. Does he leave the interview with a positive or negative attitude about the company and the job?
2. There should be a guarantee that all newly employed entry workers will be provided with "good" training and instruction in what they consider to be a useful job.
3. Opportunities for advancement, fringe benefits, and incentive systems should be clearly explained.
4. Use of pictures, slides, and sketches which depict all phases of the company and the job are important.
5. Initial costs of entering the work for special clothing or equipment, union dues, and payroll deductions, should be clearly understood by the entry worker.

6. Explanation of shifts, hours, and job classification pay rates should be presented.
7. Listings of lodging accommodations and eating establishments should be made available. Chamber of Commerce cooperation could be useful.
8. The adoption of appropriate vocational interest, aptitude, and personality scales should be used in selection and placement.
9. Recruitment officials should make visitations to secondary and vocational schools, and also invite counselors or other school placement officials to the industry.

Retention of Entry Workers

1. Develop an orientation program which includes a tour of the industrial plant, description of job requirements, introduction of selected foremen and union representatives, and review of management policies and regulations.
2. Training programs are particularly needed with such training conducted by highly qualified instructors.
   a. Training should be via demonstration and performance type instruction.
   b. Explanations and demonstrations in the use of implements, tools, machines and personal equipment should be given.
   c. Trade jargon of the industry should be explained.
3. More highly selective job placement of the beginning entry worker should be made.
4. All incentive systems and programs need to be directly evaluated for their effectiveness.

5. Communication at all levels, from worker to shift boss, from shift boss to shift boss, from worker to higher levels of management, and from management downward needs evaluation for improvement.
6. Entry workers need encouragement to become involved in the process of making suggestions to improve work efficiency and products.
7. Improvement in eating, washing, and toilet facilities is needed to improve morale.
8. Evaluation via interviews and ratings of each entry worker after a specified time following initial employment is recommended. Opportunities for retraining or reassignment of workers should be made available.
9. Management needs to continually strive for the human relation concept of supervision.
10. First-line foremen need formal training in modern day approaches to supervision.
11. The use of an industrial counselor would pay dividends in retention of initially frustrated entry worker employees.

RECOMMENDATIONS FOR VOCATIONAL COUNSELORS

1. Counselors need to have work experiences in industries which provide entry job opportunities for noncollege-bound students.
2. Counselors should encourage personnel management and other prospective employers of entry workers to visit schools, talk with students who are potential entry workers.
3. Students who are noncollege-bound should be identified, as early as possible, and be guided into vocational education programs.

4. Students who are potential entry workers should be given summer employment opportunities in industries which may be their potential permanent employers. A working relationship between school counselors and industry personnel managers for facilitating placement of such youth should be established.
5. Students should receive orientation to the role of management and labor unions prior to leaving school.
6. School counselors need to orient students who are potential entry workers as to the requirements for successful entry work. Included in this phase of guidance should be the discussion of reasons why entry workers do not succeed.
7. Counselors need to conduct a follow-up of former students who have taken entry work employment.
8. Counselors need to take active roles in evaluation of school curriculums for noncollege-bound youth who are potential entry workers.
9. Counselors need to work toward establishing a joint industry-education advisory board to facilitate the evaluation of vocational education curriculums and the transition for the industry-bound youth from school to job.
10. Industry-bound youth need to be oriented to the value and worth of entry industrial employment as well as to the career advantages and disadvantages of such work.

COMMENTS AND SUGGESTIONS

The investigators found the project to have a number of limitations. Principally, these were:

1. The time limitation of nine weeks allowed too brief a period to conduct a research of this type.
2. While entry workers were studied in three industries, the mining industry received the greatest emphasis. The sampling of data collected in the construction industry was too limited to draw highly valid conclusions.
3. Not all of the management officials thoroughly understood the major objectives of the project, leading to some misplacement of the counselor investigators in their work-study assignments.
4. The Principal and Associate Investigators found that involvement in the project required full-time effort. They were not prepared to spend this much time in the endeavor.
5. The counselor investigators found the work assignments as entry worker miners and entry worker lumber mill laborers extremely difficult. They were all tempted to quit the project at times, and probably would have had they not been devoted and loyal to the research project itself. One replacement counselor investigator quit after three days in his assignment and his reasons for leaving the prcject resembled the reasons generally given by unsuccessful entry workers.*

All 14 counselors who completed the project earned five graduate credits in sociological research. The project and its counselor investigators received very good publicity through newspaper releases.**

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*Appendix -- Statement of Resignation.

**Appendix -- News Release.

The counselor investigators were able to keep excellent field notes and diaries,* but found case studies very difficult to complete with any real degree of depth.

Two final suggestions are made by the Major Investigators of the project:

1. A follow-up evaluation of the counselors who participated in the project after they have returned to their school counseling positions is needed.
2. A project of broader scope involving school counselors studying workers in industrial work is desirable.

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*Appendix -- Sample of Field Notes.

APPENDIX

Materials in the first part of the appendix are to be considered confidential. They are not to be circulated without express permission of the authors of the field notes and case studies from which they have been extracted.

The first materials are selected extracts of field observation reports turned in by the counselor-entry workers. The second are selected extracts of their case studies.

The remainder of the appendix consists of samples of the several form letters, announcements, and programs which were used in the Work-Research Project.

"Instructing the new worker in the art of tying the slip knot with a half hitch is a kind of ritual enjoyed by all including the foreman. My fellow worker and the foreman instructed me. The tenoner slowed his machine and all gathered for the ritual. The tying process requires considerable practice as their left hand must be used and a wicked looking hook knife is carried in the right hand for cutting the string. You feel inept and nervous as everyone comments and tries to help. Those watching and instructing comment on how long it took them to learn. Once you become skilled at this operation you have overcome a major hurdle. This operation of tying and stacking from the tenoner goes at such a rapid pace as to leave no time for conversation. The machine can run much faster than the lumber can be graded, tied, and stacked. At lunch I was assured by Corrigan, the tenoner operator, that I was doing fine. A willingness to help the new worker is evident. It is only necessary to defer to 'old hands' and ask. At this point only the plant superintendent was aware of my role so I was certain I was receiving no special treatment."

A goof-off is a safety hazard. Men in mines must continually look out for themselves and each other.

Two more men fired. Policy of Company seems to be that all men are expendable. There are always others waiting to take anyone's place.

Old miner said you never really get used to the rigors of mining. Thought a person is nuts for working below ground if he could do construction work, which pays much more and is much less hazardous.

Got chewed out by fellows for following safety regulations conscientiously. Doing so is thought wasteful of time and materials.

Constant danger or threat of danger is unnerving and enervating. Drives younger men to safer jobs. Older ones have learned to live with it -- perhaps because no longer have other choice.

No time or special instruction is provided student miners. You learn from fellows and by yourself, or not at all.

Assigned a job with another student miner. Chewed later by foreman for doing it wrong, even though they had had no instructions for doing it. Continual frustration in the mines is upsetting. It is due as much to poor supervision and planning as anything. Heat is always a contributing factor. So, occasionally, is poor air.

Conversation in bars is largely about mining.

Assigned one night to work with old timer, a real pro. "No time or motion was wasted; there was no guesswork; nothing was left to chance; and a good working pace was started and sustained throughout the shift ... there was a feeling of security and understanding." In contrast, a young man in mines only two days walked off the job, because he was assigned to work with another student miner whom he considered reckless and unsafe to work with. (This sort of assignment occurs. I suppose because of partner system and proclivity of miners to dump shifts.)

"Four men walked off job last night before nine o'clock because the heat was so intense and the air was so bad."

"At lunch time, I felt some of my own hostility in regard to the water, trash, and garbage on the lunch room floor. Water was running down the walls from the rain, the place had about an inch of water on the floor, mixed with assorted debris. My reaction was that it sure wouldn't hurt them to clean up the place now and then, and use a little paint here and there on the wooden tables, leastwise, to scrub the dirt off the tables. It seems to me that they could install a hot coffee dispenser -- free to the workers, and it would not be of major cost to the management, while at the same time it would make the workers feel that the management cared about their welfare. Maybe this is very typical of industry, especially the lumbering industry. I don't know. I realize that I am very accustomed to the very desirable working atmosphere of the cleaned and shined school premises. One gets a very vivid feeling the primary concern here is the production -- the personnel, are somewhat further down the ladder, in terms of management concern."

"Long after the time had come and gone, I was informed that the clean-up man was supposed to relieve the men on the dryers for their smoke break. Goofing this up didn't make me too popular, even with my apologies for lack of knowledge offered. I got 'dirty' looks in return, and I couldn't blame them. Clean-up man is without a question, low man on the totem pole of the work force. Nobody makes any attempt or shows any concern for things that would make his work much easier. In fact, the opposite prevails. It seems that there is no penalty for making the clean-up man's job as miserable as possible. This clean-up job is a tough job, as well as discouraging at times. You work alone. It is not particularly hard or strenuous, but it is hard and a rapid pace."

"Clean up again tonight. All went well the first part of the shift. They started using hemlock in the glue spreaders after about the first two hours. About half of this material is waste and it is humanly impossible to keep the carts emptied. They overflow and the material is indiscriminately strewn about -- leave it for the clean-up man. I got so impossibly swamped with no sign of relief in sight it was like a nightmare. I have solid guilt feelings for not keeping up. I did not know if it was a usual situation, or if I was lagging in my performance. The foreman nor anyone else showed the least bit of empathy or sympathy. I couldn't believe what was happening. I did relieve on the dryers at the designated time, and was met with a more cordial face than last night. However, all the time I spent feeding the dryers, the more behind I got with my already swamped clean-up job. I am very certain that had I not been involved in a dual role on this job, I would have quit, and more so had this been my first job out of high school. Tonight would have been the end of one job for me. I kept thinking, only if the foreman would come by and reassure me that it is nearly humanly impossible to keep up when there is this much discard, I would have felt better. About the last hour of the shift the foreman sent another man over to help me. This seemed more reasonable, but then I did have guilt feelings. What a sad miserable shift."

"New crew was not as safety conscious as previous one and a new worker certainly senses this when moved to different crews or stations. Adjustment will be much more difficult (I believe) than original team assignment because this team has a know-it-all attitude. I do not believe at this time that I can gain their confidence; with this crew the new man takes most of the risks and does most of the strenuous physical labor (without a goal and as a new entry worker this experience in itself might cause one to call-it-quits). A new worker thinks about the odds of not only injury but death while working here (a rock fell today and hit me on top of the helmet; another fell and scratched my cheek bone). These experiences cause one to wonder what's around the corner. I can only say I was lucky and most fortunate -- you bet I'm scared under all this rock (only six more weeks to go). A present hypothesis would include: (1) that entry workers are in the mines for the money; (2) there is relatively freedom-of-entry because of the high turnover and thus one can qualify or obtain a job even with a comprehensive physical that precedes employment; and (3) because mining is a 'man's job' there is a certain degree of internal prestige that accompanies hazardous work which enters one's mind from the time you start drawing company time-pay."

"Am beginning to adjust much better to the new crew now, but I can see this to be quite an obstacle for an entry worker having to move around to different stations readily. The safety officer asked me how things were going and one appreciates this interest though many miners do not care for him because he appears to want to carry out safety practices and they would rather do it their way. Follow-up contacts by an experienced miner may help reduce the high turnover of entry workers (especially during the first few days)."

"It appears at this time that I can relate much of mining to basic training in the service and might go so far to hypothesize at this stage that an entry worker with prior service background has the advantage of 'adjustability' going for him. The reporting to the shift boss to start the day, the orders, and the supervision are much the same as the service chain-of-command."

"A day off and it was nice to catch a few extra winks. It was also payday which I found reassuring because my cash balance was nearing a low ebb. An entry worker needs to budget his earnings wisely and maybe one reason why miners stay with the Company is the cost involved in moving to another location with little reserve available. Thus, the rut, when spending excessively. But what are the reasons behind this foolish spending? Many of the younger miners seem to have few goals established. Being in another world for eight hours with continuous pressure and a fear consciousness to contend with create an immediate desire to relax as soon as you see daylight. Thus, the bar, becomes the sounding-board. In fact, the hotel room, with liquid to settle the throat mine dust, can be a welcomed relief."

John, A Lumber Mill Worker

John stayed three years with the lumber mill, gave them two weeks' notice and walked away. I talked with him as he packed. House trailer, U-Haul, and two cars--all full to the brim.

John is 32 now, is married, and has two girls and a boy. "A working man has to get situated before he is 35. I want a chance to have a decent house and a few of the nice things in life, and I can see there is no chance here."

Montana born, John went to high school at Plains. He took a shop course and said it was useful because it taught the use of tools. The major emphasis was on furniture construction and he thought this too exact. He felt schools should teach "basic structures" and power tools. He feels that the course did not influence his job choice, that the student inclined toward this work would choose industrial arts as an expression of this interest.

After high school John joined the Navy and was trained as a pipefitter. He liked this work very much and had hopes of becoming a plumber. On his discharge in 1958 he found very little work of any kind, much less plumbing. He was unemployed for the winter and then went to work for the Forest Service where he worked up to trial crew foreman. This work was seasonal, so he went to work driving truck for a bulk gas company but still nothing steady. He said his reason for his first saw mill job was that he was tired of being out of work. He was hurt on his first mill job and returned to trucking for a while. At this time he came to Bonner and filled out an application for work. He thought at the time that he might be able to take some night classes at the University but discovered later on that there were none. Three months later, he was accepted for a job here. "You know, they are good about hiring out-of-town people. Guess they want to bring more people to the area."

John was placed in the lamination plant where, at that time, the work was "strictly man power." "I walked on the job and just started working. I was yelled at and jabbed at until I did what they wanted. The foreman was a nut and interested in nothing but production. I didn't like him worth a dam. I think a foreman should at least make a man feel wanted. I would take him aside and tell him about the job--at least enough to keep him from getting hurt."

From there, John worked in all kinds of jobs, the hot plant, finger joints, fork lift, straddle buggie, framer, shop saws, and others. Always the same lack of instruction. The company

knew he was a pipefitter and wanted him in the pipe shop. He said if he could have held a job there for five days, he could have kept it, but he would always be "bumped" in about three days. "Previous training doesn't mean a dam up there."

After a year and a half John became a temporary foreman, "But I know I goofed it. I had troubles at home and I slowed down for about six months. After that, I got books from the library and studied laminating on my own. I knew more about the job than the foreman--but so what? I made some suggestions that are in use up there right now. Saved them a lot of time and money. Some guys got big bonuses for their ideas but I didn't even get a smile."

John worked in the heat, glue, and dust until he entered the hospital with "walking pneumonia and formaldehyde poisoning." He was told he was allergic to the glue and asked for a transfer to some other department. No one paid any attention and he was given the impression that they thought he was shirking his job.

"Future here? Ha! I saw my future in one old guy up there. He was about 52 and up for retirement. He had been running a multi-rip but all of a sudden they started yelling at him and put him on different lower paying jobs. I tried to teach him to run the press but he was too slow and he knew it. He worried and he worked hard--too hard--he had a heart attack that fall. Don't know what happened to him but I'm sure he didn't get his retirement."

John feels that the union here is a necessary evil; that you can't go to work without it but that it won't help you in a time of need. "Of course the union is only as strong as the men behind it. The trouble is that there are too many coasters and not enough doers. Some guys are afraid that if the union gets too strong, the company will edge them out. No one has the drive to go to the meetings and do anything. Oh, I don't think a union should get too strong or hard-nosed. The working man never gains back what he loses during a strike."

John said that he and the finger joint crew, with the exception of the crew boss, ("We didn't want to get him hurt."), filed the first grievance. It had to do with working without a lunch break. "It had an affect--no one bothers the guys during their lunch break anymore." He said though, that the "big" boss would come down and look at them after that and they felt like a bunch of fools.

To sum up, John said he was leaving because of continued petty things and a lack of opportunity for advancement. He felt

that a man was not measured on ability and, further, that the company lost money on this situation. "They want a man there who just puts in his eight hours and that's it." He felt it created a problem when the men were not allowed to view the "big picture." When we knew we were building a beam for a church in Billings or a Safeway Store in Great Falls it made a difference somehow. We knew that the contracts affected our jobs directly, but all we ever knew of them was through rumor." Money was a factor also. He wanted his decent house and he wanted to enjoy his favorite sport of scuba diving. "I haven't been able to dive since I moved here--too expensive."

John is now on his way to Bremerton where he hopes to get a job as a steamfitter in a ship yard. He wants better wages, a chance to attend a special school to advance in his trade, a "good" retirement plan, and a vacation policy--"All my vacations here were spent in the hospital."

A Miner

Age 28, married, 5 children (oldest 9, youngest 2), one brother living with him.

Is quite interested in his children and is trying to help his brother who he thinks is sort of a smart aleck.

His father and mother are in Detroit, Michigan now but have moved around through West Virginia, Pennsylvania, and Ohio. His father used to work in coal mines and this is also how informant got started in mining.

Informant was hired in West Virginia and provided with room and board for the first month he worked in Butte. He has been working here for about 6 years now. Claims that he made quite a bit more money when he started than he does now but realizes also that his family has grown quite a bit and it costs him more to live now.

Informant doesn't remember too much about his first impressions of mining here, but pointed out that he thought mining here was a lot safer than coal mining and that copper ore dust is a lot cleaner than coal dust. He believes it is a lot safer because gas explosions very seldom occur here and that the rock is a lot harder, making cave-ins less frequent.

The meaning of work to the informant is not something he wants to do the rest of his life. He looks at mining as sort of a temporary job until he can learn more about becoming a Diesel auto mechanic. Claims he is taking correspondence courses in mechanics which he hopes will give him a chance to find employment in this type of work. He also expressed a desire to operate a gas station but felt he needed more experience before doing this. However, I got the impression that this was sort of wishful thinking but he does earn some extra money doing odd jobs for people who want their cars repaired.

A good boss to the informant is one whom he considers to be fair and gives credit for the work you do. Informant doesn't think of the shift boss as a representative of management but just someone whom you report to for instruction of what is to be done for the shift. Informant is a good worker and believes the shift boss should get after the miners that goof-off. He doesn't believe this is done enough.

The informant cited a couple of examples of what he thought was a good worker:

1. I expect my partner to take turns with me in doing such things as lowering timber, drilling, and loading dynamite.

2. If I go up to lower timber, I expect my partner to set the posts if there is room. If there isn't room, I expect my partner to be working at getting room so the posts can be set. This is what I do if my partner is lowering timber, but it makes me pretty mad if I have spent an hour or more lowering timber and when I come back find it stacked up and my partner sitting waiting for me to get back.

3. If I am running rock and have to pick some of it loose then I expect my partner to shovel it out when I get done.

The informant thought that a place that was hot was the hardest to work in, but isn't too bad if the rock is good. He said if it isn't hot it is usually wet and one is about as bad as the other. So ideally I guess he would consider the best mining job would be one that is cool, dry, and has good rock.

Informant's shift boss doesn't bother him any except to get after him for missing too much work. Informant doesn't think too much of his partner. Says he is pretty lazy and has trouble figuring out what to do and how to do it.

The place informant is working in now is wet and the ground is poor, quite a long ways from what would be considered ideal.

The best thing about informant's work is that he knows how to mine, is a good worker, and can figure out the best and easiest way to get the job done. He tends to get a little careless at times and I believe takes quite a few risks but I don't believe he considers the chances he takes as risky or careless.

Informant didn't have much to say about a high turnover in workers, mentioned something about the work being too hard for quite a few people and that workers will quit if they have to do something like dig ditch for too long. Says he knows a miner who is about ready to retire who has been doing nothing but digging ditch for two years now, but he didn't really know if this was bad or not, thought it might not be too bad of a way to finish out your last few years. I would think this would be quite deflating to a miner who has miner for over 20 years because it is considered the lowest type of work a miner could do.

Informant thought the union has helped miners earn a better wage and also keeps management from being too unfair. In short he said the union is a place to go and complain if being treated unfairly.

Informant doesn't consider management as an enemy; he said, "They pay my wages." He thought management was fair most of the time but not too generous.

Most of informant's leisure time is spent either hunting, fishing, or doing some mechanical work on his car or fixing some other car for pay. He says he goes out on the town once in a while, sometimes with his wife and sometimes alone. He goes to some shows but spends most of the rest of his leisure time watching television.

Informant doesn't want any of his children to work in the mines. He hopes they all finish high school but doesn't know if he could afford to send them to college, said that was a long time from now.

Informant's opinion of why some poor miners manage to stay on was that if a poor miner is with a good miner the amount of work required will get done. This is the way a failure can stay on provided the good miner doesn't complain to the shift boss too much. He says it is pretty hard to fire a miner for not working so if a poor miner shows up regularly he will keep his job.

In my opinion this informant is a successful miner although he is not too reliable as far as showing up for work regularly, he usually manages 5 days a week. The company likes contract miners to work six days a week.

During the time I have worked with him, I have never heard him complain about management or working conditions. He may mention that it is sure hot or wet in here but this is just a comment and not a complaint because he will go right ahead with what has to be done and work hard until the job is finished.

The shift boss never bothers him and usually comes around only once and this is to see if he needs anything.

UNIVERSITY OF MONTANA
Missoula

PROGRAM

Announcement

TO: School Counselors -- Montana, Idaho, Wyoming, Oregon, Washington.

FROM: Dr. Robert E. Gorman, Associate Professor of Counselor Education
School of Education.

The University of Montana announces a Work-Research Project for school counselors to be conducted, in cooperation with the Research Coordinating Unit of the Montana State Department of Public Instruction.

> If you are interested in earning approximately $1500 between June 13 and August 12, 1966 and receive five (5) graduate research credits, read this description of the project and if you feel you may be eligible, fill in the attached application and return to me immediately.

The Bureau of Research, U. S. Office of Education has funded a grant for a research titled, "A Guidance Project to Investigate the Characteristics, Background, and Job Experiences of Successful and Unsuccessful Entry Workers in Three Selected Industries." Fifteen school counselors will be selected to participate as minor investigators in this project.

Description of Project

The nine (9) week project will consist of three (3) phases:

I. An initial week starting with June 13 will be spent at the University of Montana by the minor investigators (counselors) for an orientation to the project. Instruction will be given in use and procedures of case studies and there will be a seminar on the functions of labor and management. Orientation to non-professional employment in the mining, lumbering, and construction industries will be provided.

II. The second phase of the project, seven (7) weeks, June 20 to August 5 will be devoted to an assigned on-the-job work experience to the minor investigators (counselors) who will also be gathering information relating to the characteristics, background, and job experiences of successful and unsuccessful entry workers. Case study information will be gathered through observation and interviewing. Each investigator will do approximately six (6) case studies during this period. The work-research sites will be in the Butte, Helena, Kalispell, and Polson areas of Montana.

III. The third and final stage, from August 7 to August 12 will be spent back on the University of Montana campus. This week will consist of evaluation of investigators experiences and synthesizing and analyzing the case study data.

UNIVERSITY OF MONTANA
Missoula

Stipends and Remuneration

During the first and last week of the project period, while at the University of Montana, a stipend of $75.00 per week plus $15.00 for each dependent will be paid. During the on-the-job seven week investigation period, the investigators will receive the pay (union scale) of regular employees from the cooperating employers. This will be in the $20.00-$25.00 per day range. In addition the investigators will receive a per diem of $10.00 per day from project funds. A travel allowance to the job location will be provided.

Credit

Five (5) graduate hours of research credit in sociology will be granted to the investigators by the Graduate School of the University of Montana. This credit will be applicable toward certification for Montana counselors.

Eligibility for Selection

1. Be engaged during the next academic year at least one-half time as a counselor in public or private secondary (junior or senior) high school.

2. Be devoting at least a portion of the guidance assignment to vocational counseling.

3. Be employed in a school area in which a substantial number of socio-economically deprived youth will be entering the labor market without benefits of post-high school training.

4. Be qualified, as ascertained through state counselors certification or standards, to engage in vocational counseling.

5. Have demonstrated, through past academic achievement, the ability to engage in a research project.

6. Be able to meet physical requirements for employment in the mining, lumbering, and construction industries. (Must be free of physical impairments that would be a work handicap or constitute a danger to self or other employees.)

7. Be a male, 35 years of age or less.

8. Be willing to participate in labor union activities expected of regular entry workers.

Work Locations and Housing

Work locations will be assigned to minor investigators by union officials, cooperating industries, and associate investigators. Participants may bring families to their work-research location and will receive assistance in obtaining housing.

UNIVERSITY OF MONTANA
Missoula

Project Staff

Principal Investigator	Robert E. Gorman, Ed. D. Associate Professor in Education University of Montana
Associate Investigator	Raymond Gold, Ph.D. Professor in Sociology University of Montana
Associate Investigator	Wayne Grames Occupational Research Montana State Department of Public Instruction
Associate Investigator	Robert Roberts Educational Research Montana State Department of Public Instruction
Minor Investigators	(15) To be selected from applicants responding to this announcement
Consultant	James Umber Executive Secretary Montana AFL-CIO
Consultant	Sonny McCrennor Business Agent of the Laborers Union
Consultant	Robert Weller Executive Secretary of Lumbermen and Sawmill workers Union
Consultant	Kirby Crowley Training Supervisor Anaconda Company

A total of fifteen (15) school counselors will be selected and will serve as Minor Investigators. This could be you, if you respond immediately and qualify. If you are interested, complete the following application and include a transcript of college work. Return to Dr. Robert Gorman, School of Education, University of Montana, Missoula. Applications must be received by May 20, 1966. Notification of appointment or non-appointment will be made during the week of May 23.

UNIVERSITY OF MONTANA
Missoula

Application for position as minor investigator in Work-Research Project "A Guidance Research Project to Investigate Characteristics, Background, and Job Experience of Successful and Unsuccessful Entry Workers in Three Selected Industries." June 13-August 12, 1966

Counselor applicants complete all items in application and return, with a transcript of college credits to Dr. Robert Gorman, School of Education, Missoula. Time is short--return immediately. If applicant does not have transcript on hand, request your college or University to send to me.

1. NAME _____
Last First Middle

2. MAILING ADDRESS _____ TELEPHONE _____

3. MARITAL STATUS _____ AGE _____ NUMBER OF DEPENDENTS (excluding self) _____

4. EMPLOYMENT HISTORY. List all experience beginning with present, full or part-time.

YEARS	EMPLOYER	JOB TITLE

5. Degrees and certificates held: _____

_____

6. Indicate graduate courses and credits earned in Counselor-Education:

Course Title	Credit Hours Semester Quarter	Year Earned	Institution

The Selection Committee for the Work-Research Project to be conducted by the University of Montana and the Montana State Department of Public Instruction regrets very much to inform you that you were not initially selected as one of the 15 minor investigators. However, if you are willing to serve as an alternate, we will be glad to give you this status. Our experience has shown that often initially selected people for such projects, institutes, etc, may withdraw from an appointment for various reasons before a program begins.

An alternate status does not mean that we would expect you to turn down other opportunities for employment for the summer. If you were still available for a possible appointment up to the start of the project on June 13, we would like to have you complete the enclosed statement and return to me.

Your interest has been greatly appreciated.

Sincerely yours,

Robert E. Gorman, Director
Work-Research Project

reg:jlp

The Selection Committee for the Work-Research Project to be conducted by the University of Montana and the Research Unit of the State Department of Public Instruction of Montana is very pleased to inform you that you have been selected as one of the fifteen (15) minor investigators. As you will recall, the project will begin at the University of Montana on June 13 and it will end on August 12. The first week will be spent on the campus, the next seven (7) weeks on the work-research site and the final week back on the campus.

We anticipate that this project will be interesting, educational, and work for all concerned. Additional information will be sent to you very shortly concerning more specifics.

Please acknowledge this appointment and your acceptance thereof immediately by returning to me the enclosed statement. If for any reason, you cannot accept the appointment, please advise me immediately.

Sincerely yours,

Robert E. Gorman, Director
Work-Research Project

REG:dpg

TO: Dr. Robert E. Gorman, Work-Research Project Director
Counseling and Testing Center
University of Montana
Missoula, Montana

I will accept the status of alternate as a minor investigator in the Work-Research Project and will be available if there is an opening up to June 13.

SIGNED _____

ADDRESS _____

_____

DATE _____

All future correspondence should be addressed to me at the above address.

TO: Dr. Robert E. Gorman, Work-Research Project Director
Counseling and Testing Center
University of Montana
Missoula, Montana

I accept the appointment as a minor investigator in the Work-Research Project.

SIGNED _____

ADDRESS _____

_____

DATE _____

All future correspondence should be sent to me at the above address.

June 3, 1966

MEMORANDUM

TO: Selectees for Work-Research Project at the University of Montana, June 13 through August 12, 1966.

FROM: Robert E. Gorman, Project Director

We have been highly pleased with the response to the project. In this communication I shall strive to provide you with more specific information which I hope will be helpful.

FIRST WEEK OF THE PROGRAM--June 13 - June 17.

Enclosed you will find a copy of the schedule for the first week at the University of Montana. Please report at 9:00 a.m. to Room 106 Liberal Arts Building, Monday June 13.

HOUSING---

During the first week, while on the campus at the University of Montana, you will need to make your own housing arrangements. Enclosed is a list of motel-hotel accommodations in Missoula. I have checked those listed which are among the more reasonable in rates, but clean. I would not encourage you bringing your families during the first week unless you wish to, since this is, of course, only a week of temporary accomodations.

During the next seven weeks, while on the work-research site, you may have your family with you, if desired, and we will give all assistance possible in securing furnished housing. Usually, the occupant of furnished housing needs to provide linen, dishes, etc.

WORK-RESEARCH ASSIGNMENTS---

The work-research assignments will be made early during the first week. Eight (8) of you will be assigned to the Anaconda Company in Butte, four (4) will be assigned to lumbering operations in the Libby, Kalispell, and Polson areas, and three (3) will be assigned to construction in the Helena area.

STIPENDS, PER DIEM AND WAGES---

The stipend of $75.00 per week plus $15.00 for each dependent will be paid for the first week on the University campus on Friday, June 17. Per diem of $10.00 per day will be paid after the first week, every two (2) weeks in advance. Salaries will be paid by the employing firms in accord with their regular policy.

Tuition for the University research credit will be paid by the University.

EXPENSES TO BE PAID BY INVESTIGATORS---

You will need to pay your own maintenance costs. Also, you will need to undoubtedly join the union in the industry in which you are employed and purchase certain essentials as required by the industry such as safety lenses, shoes or boots, and possibly hats, as prescribed by the industry. Each investigator will also purchase one (1) book to be used during the first week instruction in sociology field case study ($5.00).

UNIVERSITY OF MONTANA
Missoula

Project Program
June 13 through August 12, 1966

"An Action Research Project to Investigate Characteristics, Background, and Experiences of Successful and Unsuccessful Entry Workers in Three Selected Industries---Mining, Lumbering, and Construction."

Grant funded from the Bureau of Research, U. S. Office of Education. The Project is co-sponsored with the Research Unit of the Montana State Department of Public Instruction and cooperating employers.

PROJECT DIRECTOR

Dr. Robert E. Gorman, University of Montana, Missoula, Montana

ASSOCIATE INVESTIGATORS

Dr. Raymond Gold, University of Montana, Missoula, Montana.
Wayne Grames, Occupational Research, Montana State Department of Public Instruction, Helena, Montana.
Robert Roberts, Educational Research Coordinator, Montana State Department of Public Instruction, Helena, Montana.

MINOR INVESTIGATORS

Donald Breggeman	1063 Missouri St.	Deer Lodge, Mont.
Neil H. Eliason	46 Meadowlark Drive	Kalispell, Mont.
Edwin R. Ellingson	Box 751	Baker, Montana
Russell J. Foreman	3646 3rd Avenue S.	Great Falls, Mont.
George L. Frazier	Box 72	Whitehall, Mont.
Gary E. Hall	415 Smith Court	Lander, Wyoming
Ronald E. Humiston	2905 SW 207th St.	Aloha, Oregon
Ernest Ibey	Box 419	Salmon, Idaho
Donald J. MacLennan	307 South Jordan	Miles City, Mont.
Donald L. McDaniel	Box 922	Sidney, Montana
David B. McGuigan	Box 672	Polson, Montana
Brother Gerald F. Murray	105 South Idaho	Butte, Montana
Robert G. Roesler	304 Stockade	Newcastle, Wyoming
Fred Weldon	118 Woodworth St.	Missoula, Mont.
George W. Wickberg	208 South Macy	McMinnville, Ore.

CONSULTANTS

Kirby Crowley, Training Supervisor, Anaconda Company
James Umber, Executive Secretary, Montana AFL-CIO
Sonny McCrennor, Business Agent, Laborers Union
Robert Weller, Executive Secretary, Lumbermen and Sawmill Workers Union
Barney Rask, President, International Union of Mine, Mill, and Smelter workers

PHASE I

Week of June 13 - June 17, 1966
At University of Montana, Missoula. Room 106, Liberal Arts Building

Monday, June 13, 1966

9:00 a.m.	Registration
9:30 a.m.	Introductions
10:00 a.m.	Orientation to Project--Gorman, Roberts, Grames, Gold.
noon	
1:30 p.m.	Dr. Gold: Discussion of social science field work as a useful method for obtaining information about human behavior, roles of social science field workers, relationship they enter while obtaining information. Introduction of roles of "participant-observer" of field workers while doing case studies, how minor investigators take on this role.

Tuesday, June 14, 1966

8:00-9:30 a.m.	Dr. Gold continuation of minor investigators role as "participant-observer", methods of keeping a field diary and analyzing information while in act of obtaining it. He will initiate discussion of sociology of work to provide a frame of reference for studying "success" and "failure" entry work.
10:00-noon	Reactors: Gorman, Roberts, Grames, Panel.
1:30 p.m.	Mr. Kirby Crowley: present personnel policies and procedures of Anaconda Company, discussion and questions assignment of minor investigators with Anaconda Company.

Wednesday, June 15, 1966

8:00 a.m.	Dr. Gold: Continuation of discussion of employing sociology of work concepts to study success and failure among entry workers.
10:15-noon	Panel of Reactors: Gorman, Grames, Roberts
1:30 p.m.	Panel: Umber, McCrennor, Weller, and Rash--Union officials. Role and function of their respective unions, discussions and questions. Assignments of minor investigators to lumbering and construction sites.

Thursday, June 16, 1966 and
Friday, June 17, 1966

8:00 a.m.	Continuation of case study techniques with flexibility in the schedule for physical exams, etc. First week will close at noon on Friday so minor researchers may leave for work-research sites.

PHASE II

June 20 through August 5, 1966

Work-Research on job sites by minor investigators. Visitations will be made to work-researchers by major and associate investigators periodically.

PHASE III

August 8 through 12, 1966

All Work-Research Minor Investigators return to the University campus for analysis of findings.